

Scots on brink of action

Scottish primary school teachers will decide this week whether to impose a ban on classes with more than one age group in them. The executive of the Educational Institute of Scotland—the country's largest teachers' union—has issued instructions to all its members asking them to hold meetings whenever a teacher is asked to take a composite class of more than 25 pupils.

If the teachers agree to impose a ban, 48 hours notice will be issued before it is enforced.

Scottish local authorities have reacted by threatening teachers with breach of contract and loss of salary if they refuse to teach.

The dispute started three years ago when it was estimated that 20,000 pupils were taught in mixed-age classes. Mr John Pollock, general secretary of the EIS, now says 100,000 children are involved. The increase had been largely in urban primary schools.

Like disputes in England and Wales between teachers and their employers, the argument centres on the size of the teaching force. The union says that more staff are needed while the authorities say that they have no money.

The Convention of Scottish Local Authorities have offered to hold talks about composite classes, but on condition that the union guarantees normal working.

Under the teachers' contract, primary classes of 33 are allowed and the employers claim that the EIS is in breach of its members to break the contract.

The EIS has not ruled out further talks, but is constitutionally bound by the decision of its annual conference to oppose composite classes. There is, however, no real mechanism in Scotland for discussions on teaching standards. And in response to the authorities' offer of talks on condition of suspension of the action, the EIS has made it clear that it wants a commitment to stop the growth of composite classes first, and a reduction in their number and size.

Mr George Bullock, chairman of Lothian regional education department, has written to Mr Joel Barnett, MP, Chief Secretary to the Treasury, asking that some of the £30m underspend by the Manpower Services Commission, this year, should be used to pay for more Scottish teachers.

NAFF appeal falls flat on face

A £30m appeal fund launched by the Greater Manchester branch of the National Association for Free Schools has failed to attract £200.

The fund was set up to establish an independent school for 100 pupils by 1980. An initial target of £50,000 was set as a springboard for an appeals committee which would raise the £30m to found the new school.

Mr Geoffrey Berg, Chairman of the Greater Manchester NAFF branch, said this week that he was "disappointed" at the response.

Gypsies protest over lack of schooling rights

Gypsy families are appealing to education officials to allow their children the right to go to school. About 40 gypsies, members of the National Gypsy Education Council, demonstrated outside the Department of Education and Science last week before meeting officials who said that the children travelling gypsies have no legal right to attend school.

Concern over the education came to a head last year when children were turned away from schools in the Gypsy area, said Dr Thomas Arnold, local education officer. The council has decided only children living on official gypsy sites, which take a total of 15 families, will be allowed to go to school and the others will be sent to the DES. "Two-thirds of gypsies cannot read and write," said a spokesman. "This means that 5,000 gypsies are legally not entitled to go to school. We want the department to issue a circular telling schools they must provide facilities for gypsies."

"We want a school where we can go to school and we want gypsy culture to be allowed into the schools in the same way that other ethnic groups have been granted."

Nottinghamshire launches an intensive project for the able. By Wendy Berliner

'Flying squad' will help brightest pupils

Bright pupils in an area of Nottinghamshire are to become guinea pigs next September in the most concentrated project of its kind ever launched in Britain.

They will be singled out for extra tuition at comprehensive schools in much the same way as remedial children are currently identified and helped.

The extra teaching will come from a mobile squad of highly qualified consultants, teachers. They will come into the schools for two or three days a week to give help to specific pupils.

The children will work from study guides which the specialist teachers will set up. Distinguished authors, musicians, scientists and so on will be invited to the schools to talk to these children and possibly set work for them to do.

Mr John Plumb, deputy director of education for Nottinghamshire, said that the first appointments were being made. The head of the curriculum development centre, which will serve as a resource and study centre for the teachers, is likely to start in January.

New voice joins call for censorship

Violence in films and on television leads to enough violence in some viewers to justify censorship, says a book out yesterday.

Pornography, though probably less serious, should also be included for censorship says Professor Hans Eysenck, who was attacked some years ago on university platforms for his views on the genetic basis of differences in ability between ethnic groups and Dr K. B. MacLean, both of the London University Institute of Psychiatry.

The book, *Sex, Violence and the Media*, argues that research has shown that the portrayal of violence, and perverted sexual behaviour has effects on many people which cause them to interfere with the lives, health and happiness of other people.

At the same time the authors call for an end to "the many absurd and often ludicrous suggestions for censorship of what is obviously acceptable material". This simply brings censorship into disrepute, they say.

They cite psychologists who want Lewis Carroll's books removed from public libraries because *Alice's Adventures in Wonderland* contains many symbolic acts of aggression and sex; sociologists who would ban *Emil Zola's Little Noddy* because it "pranks of Gollwog"; a black doll, produce racial hatred;

start in January. The project will cost between £135,000 and £196,000 a year and 22 extra teachers will be employed to ensure individual tuition in five comprehensive schools in Beeston and Stapleford.

The scheme, which has taken six months to prepare, has been drawn up by Nottinghamshire County Council after talks with the Department of Education's Assessment of Performance Unit and with Nottingham University School of Education.

It is designed to enrich the teaching of subjects for which children show particular brilliance. The idea is to keep the very able and gifted child in school, but give him or her a good broad education.

The subjects chosen for enriched teaching are maths, English, science, modern languages, design, history, geography and music.

It is not clear how many of the 4,500 children in the Beeston and Stapleford comprehensives will be singled out for special teaching. One national estimate says that 1 per cent of all school children can be classified as very able or gifted because with help they can far exceed the standards of public examinations.

The sitting of this pilot project may mean that there could be more gifted children than the national average, because it is close to Nottingham University and the children of academics will be attending the schools which go comprehensive schools. The university may supply part-time consultant teachers.

The project has grown out of the policy of Conservatives in the county. But the Labour group is reserving its final decision and admits to being anxious that other gifted children should not suffer because of expenditure on the scheme.

The group is concerned that the scheme should not introduce selection. But Mrs Joan Case, Labour spokeswoman on the county education committee, said: "We do think that gifted children should have the opportunity of achieving their potential."

The project has received a warm welcome from the National Association for Gifted Children, which now intends to open a branch in the area. It hopes to provide a club for the children identified by the scheme so that they can make contact with similar children out of school.

Mr Manchester 11-year-old Chloë, has been given a place at Queen's College, Taunton, Somerset, which she will take up next month. Her father had said he was ready to go to jail rather than let her to a comprehensive school of his choosing.

According to a private psychologist, Chloë has an IQ of 155, at her parents' request she was sent to a private boarding school. Her mother, Mrs Vivien Chloë, said: "It's a pity she will be so far away but we had no choice. It would have been foolish to turn down such a golden opportunity."

At least 500—and possibly 800—villages have lost their schools in the past 10 years, say the authors, the Standing Conference of Rural Community Councils. The closure of more than another 100 is being considered.

Almost 40 per cent of villages in Wiltshire and Somerset have no school. In Avon the figure is 22 per cent and in Gloucestershire 26 per cent.

"The absence of a school in the village is generally felt likely to have a serious effect on the number of young families choosing to remain."

The authors justify lower salaries for village posts by pointing out that teachers who keep to get into such schools because they feel they are more rewarding and less of a strain. "Why then should not the market respond and permit schools which would otherwise close from paying somewhat lower salaries?"

Anticipating objections from teachers, the report points out that the idea would provide more jobs for teachers, would satisfy the local communities and cost the education authority less.

It acknowledges that a school of under 20 pupils costs £600 per pupil compared with an average of £300, but points out that counties such as Cornwall with the highest proportion of small schools have the lowest school spending per pupil. Rural areas anyway, make about 10 per cent less demand on public money than do urban areas, it says.

The Decline in Rural Services, by the Standing Conference of Rural Community Councils, 26 Bedford Square, London, WCI.

Book prizes go to teachers

Teachers swept the board in the results announced this week of a new award for a children's book that reflects multi-ethnic Britain.

Godfrey Goodwin, deputy head of Bevington Junior School, in North Kensington, London, is the winner with his novel, *There ain't no angels no more*, which will be published on August 24 (Collins, £2.50, Potters 50p). He gets £750.

Too Drake, who teaches economics at The Oxford School, a boys' comprehensive in Oxford, is runner-up with *Playing it right*.

And the winner of a separate short story prize of £500 is Farukh Dhondy, who teaches English at Archbishop Michael Ramsey School. She has already won "The Other Award" for an earlier collection of short stories.

The competition was announced by Collins/Potters in late 1976 because they felt, virtually none of the 3,000 odd manuscripts, their children's editors received every year took account of a multiracial population.

According to Linda Davis, Collins children's editor, out of the 3,000 (multiracial) pile of judges, few of the 450 entries fitted their bill.

There were too many conventional stories, what the novelty was that the gang of splendid children who overcame odds and won through were racial stereotypes—one Chinese, one black, one Asian and so on. In more than one, they were called "The Rainbow Children".

The best manuscripts, she said, came from teachers, who knew the problems and realised what was wanted. There were not enough good entries in the short story section.

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CASE attacks Government for 'betrayal'

The Government was this week attacked for being "pampered" in the face of Conservative attempts to provide places at independent schools in defiance of the 1976 Education Act.

The Confederation for the Advancement of State Education (CASE) has said it is "appalled" by top level reaction to the Conservative plans, which it says is a muted but complete "betrayal" of those fighting for state education.

Both Greater Manchester and Cambridgeshire councils have already used powers under the 1972 Local Government Act to set up or help charities assist pupils with the cost of independent school fees.

But Professor Eysenck says that enough evidence exists to draw certain conclusions. And even if only a small number of people are affected the result can be important.

But the authors do argue that such portrayals of sex as *Fanny Hill*—where women are not degraded and there is no violence to destroy the sense of good humour and enjoyment—should be tolerated.

The authors argue for censorship, but they say that even if this is accepted "no great change in social well-being should be expected".

They are critical of the way many reports and studies in this field have been misinterpreted by people trying to justify their preconceptions.

They single out "sophisticated academics" who are keen to deny the harmful effects of TV in spite of the strong evidence of empirical studies and in particular a book by two members of the staff of the Centre for Mass Communication Research at Leicester University.

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Cut pay to rescue village schools, report suggests

by Bert Lodge

Teaching jobs in village schools should be offered on pay scales lower than the usual rates, says a report on rural life last yesterday.

This would solve the problem of the high cost of salaries per pupil, which is one of the main reasons for the closure of village schools, it says.

Other suggestions to prevent further closures include building more houses to increase the child population, grouping several small schools together, letting villagers pay for any extra costs and, if all else fails, letting villagers take over the school.

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teacher, and then teaching his favourite subject—Islamic architecture—at what is now the University of Essex, in Colchester.

He feels that attitudes to what are appropriate books for a multi-ethnic country have changed dramatically in recent years in city authorities such as the LEA. But in many areas with no racial problems, people have no idea how insulting some children's books are, even if they are good books.

Dr Haydn Miles, senior lecturer in education at Hull University, directed the £10,000 study which is now the subject of a draft report lodged with the DES. He also conducted the first study which was done for the Social Science Research Council between 1965 and 1970.

He points out that despite the re-organization of secondary education along comprehensive lines this latest study shows the exam hierarchy is particularly resistant to change.

Top exam choice for clever children at O and A level is Latin according to Dr Miles's league table. German got a level score at O level and came joint second with French at A level.

Predictably, practical subjects such as technical drawing and art were at the bottom of the list with consequently lower mental ability scores. Perhaps more surprising was the appearance of subjects like modern languages, chemistry and biology beneath languages.

In the O level study, results were tabulated from 8,000 children from nine local education authorities. At the time children were still studying the "three R's" but the inclusion of subjects of which were expressed on the same scale as IQ.

In the A level research, which was done on candidates sitting examinations between 1972 and 1974, a sample group of 6,000 students from 80 schools throughout the country were studied. All had been involved in mental ability tests at entry in secondary school and, although the tests varied a great deal, all gave a score of 10.

There was a modified optimism from another speaker, LEA inspector Fred Nield, who said that many of the problems some schools thought they faced had already been solved by others. There was a urgent need to give more thought to the spread of good practice.

Calling for primary schools to make a "more positive effort in public relations", he said that there was undoubtedly outstanding work in many schools, but the public never saw it.



From the cover of "There ain't no angels no more"

don't make up so enthralling, so the winning story will be published with five others by Farukh Dhondy in November.

Godfrey Goodwin's book is a funny and down-to-earth fantasy of what happens when "the ugliest street in London or Bradford or Huddersfield or any other city you care to name" is transformed by a cheerful and poetic newcomer.

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Kirklees throws down gauntlet

by Wendy Berliner

Kirklees is poised to become the first local authority in Britain to test the local muscle behind compulsory comprehensive schooling.

In a final act of the defiance, the Conservative controlled district council has confirmed its education committee's decision not to respond to an ultimatum from Mrs Shirley Williams. The Education Secretary had asked the authority to submit proposals by October 1 for reorganization of its last six selective schools in Batley, Heckmondwike and Liverpool.

This means that Mrs Williams has no alternative but to pick up the gauntlet and seek a High Court writ of mandamus to compel Kirklees to carry out her instructions. This so-called writ of mandamus is a legal order which can be made under section 99 of the 1944 Education Act declaring it in default of statutory duty for not submitting comprehensive plans for the last six schools.

It is thought that there would be no delay in starting court action after October against Kirklees, which is rebelling against the 1976 Education Act which made comprehensive schooling compulsory. But whether it ever gets to court would, of course, depend on the outcome of the general election.

Several Conservative controlled councils have been obviously dragging their feet on comprehensive reorganization in the hope that a change of Government will save the remaining selective schools. The Conservatives have announced they will repeal the 1976 Education Act.

The city has refused to respond to Mrs Williams's letter because in it she demanded that the council should reorganize the last six schools at a time when money was needed to complete other comprehensive schools in the area.

Although Kirklees looks set to be the first local authority to test the power of the 1976 legislation, it will not be the first authority to seem likely to go to the North Yorkshire County Council over the district of Ripon. There, the county council has taken the initiative and is attempting in next session of the 1976 Act in the courts.

It is seeking to establish whether Mrs Williams has the right to ask for new plans to be submitted for comprehensive reorganization when she floods the original plans to the High Court.

The case was due to come up in the High Court at the end of last month but had to be postponed because counsel was tied up in another case which ran over time. It is now in the list for the new law term starting in October.

The London Borough of Sutton is also asking Mrs Williams in court to seek clarification of the law. The council alleges she has exceeded her powers by stipulating a date by which comprehensive reorganization must be completed.

Birmingham, too, is expected to over Mrs Williams to the High Court over a point of law which, it claims, invalidated her letter to the authority, asking for reorganization proposals for the city's small group of voluntary grammar schools.

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American universities are adopting aggressive marketing techniques to attract desirable would-be students. Clive Cookson reports from Washington

College courtship

Higher education in America is rapidly becoming a buyer's market. Over the past year or two nervousness has begun to shift from the applicants waiting for places to the colleges waiting to hear how many would-be students will accept their offer of a place.

Institutions are having to adopt the aggressive marketing techniques of business. They bombard bright high school seniors with promotional literature about the joys and benefits of undergraduate life on their campus.

A finalist in the National Merit Scholarship competition is likely to be inundated with glossy brochures from obscure midwestern liberal arts colleges as well as prestigious Ivy League universities.

Colleges have long advertised for students in newspapers. Now they are taking to radio and television commercials, too.

Desirable students are wooed at parties and receptions. Sometimes colleges do the entertaining themselves, flying the young guests in at considerable expense, sometimes they rely on their loyal alumni—who play a far greater role in the life of an American university than British graduates in their own country—to invite local applicants to parties at their homes.

Only a select few colleges and universities in the United States successfully enrol more than half of the applicants they accept. This includes the prestigious research universities like Yale, Harvard, Stanford and Berkeley. Many less fortunate institutions, both private and state, have to accept three candidates for every one who agrees to join them rather than a rival college.

The universities' fundamental problem is demographic. After nearly doubling in size since 1955—and helping to fuel the huge expansion of American higher education during the 1960s—the size of the United States 18-year-old population has peaked. Nothing can stop it falling by about a quarter between now and 1992.

Birth rates have of course fallen similarly in other Western developed countries, but the exact

timing is different. In the United Kingdom, for instance, the "baby boom" will peak in 1983, three or four years later than in the United States, so our universities may get the chance to learn something from the American experience.

Countries like Britain with more centralized systems of government can try to plan for the slump on a national level. But the federal structure of the United States precludes a national approach to this problem.

Individual states can and do plan the future of their own public systems of higher education. Maryland's Board for Higher Education, for example, has just approved a "Master Plan" which would cut undergraduate intake at the University of Maryland's main College Park campus from 5,500 last year to 4,000 by 1983, and freeze student numbers at some other campuses, but increase enrolment slightly at a few of the state's most vulnerable institutions.

There is an such shelter for the private institutions which constitute more than half of the 3,075 colleges and universities in the United States. (On average independent institutions are far smaller than state ones: only 78 per cent of the United States 11 million full and part-time students are enrolled in state colleges and universities.)

The 1,600 private colleges are on their own in a free market jungle, and pessimists predict that as many as 500 of them will go out of business as a result of closures and mergers during the 1980s.

During the 1970s their numbers have remained more or less constant. As many as 100 small and generally obscure colleges have been forced to close by bankruptcy and/or declining enrolment—one of the better-known failures was experimental Franconia College in New Hampshire last January—but new campuses have sprung up too. A report just released by the National Association of Independent Colleges and Universities indicates that about 50 per cent of the country's private institutions were in a "weak" financial position in 1976/77, 34 per cent said they were "losing ground financially", compared to 20 per cent the year before.

Nevertheless, the association says, "apoptosis prevails among the nation's independent college and university presidents": none of the 135 presidents questioned thought his or her institution would "deteriorate seriously" in the next five years. So maybe predictions of a large-scale shake-out are alarmist.

The prospects look bleakest at the less selective liberal arts colleges with only undergraduate programmes. Three-quarters of them are financially weak, compared to only 9 per cent of selective colleges and many of the research universities survived.

The pessimists say the effects of the adverse demographic tide are going to be exacerbated by a less favourable social attitude to higher education. Already, they claim, an increasing number of middle-class Americans with the high school grades and test scores to go to college are beginning to doubt whether it is worth the time and money.

With the total cost of undergraduate education (tuition, board and room) expected to average \$3,000 at state institutions and \$5,000 in private colleges—and exceed \$7,000 at the most prestigious institutions—its benefits have to be substantiated. Whether they are is a matter of debate.

The United States Government's Bureau of Labor Statistics published figures this month which showed that a quarter of the young people graduating between 1976 and 1985 will have to settle for jobs that have not traditionally required a degree.

There will be 10,400,000 graduates competing for 7,700,000 graduate-type positions. But although 2,700,000 unused degrees seem a awful lot, the bureau points out that over the 1969-1976 period, 25 per cent of graduates had to take non-graduate jobs.

A bachelor's degree is not going to pay off for every individual who receives one. However, economists still have no doubt that it yields a handsome dividend for the average graduate.

The Bureau of Labor Statistics estimated that the median income of a college graduate was 40 per cent higher than that of a high



More conventional wisdom at California State University

school graduate in the 25-44 age group and 70 per cent higher for the over-45s. (However, such statistics do not take account of the fact that the average graduate may be intrinsically brighter than the non-graduate—they do not indicate how much financial benefit a given individual will benefit from college.)

Although some social scientists and journalists like to talk about the increasing "downward social mobility" of young middle-class Americans, or the "growing no-college trend", others doubt whether the phenomenon really exists on a significant scale, except in the minds of those who talk and write about it.

Certainly the enrolment statistics have not shown it to be a major factor yet, and, whatever middle-class youngsters think of college, there is little doubt that, as for-ward sociology professor David Riesman put it, the less privileged still see university as the road to a better life.

Australia Government schools get less to spend

from John Kirkaldy

An increased emphasis on non-curriculum schools is one major factor in the cut in government expenditure on education in 1979. That of a total expenditure of \$1,311.6m, AS\$660.5m in government schools and AS\$650.1m in non-government schools and AS\$26.05m in joint venture programmes.

In real terms expressed in December 1977 price levels, government schools lost approximately AS\$8.0m and non-government schools gained AS\$13.5m while joint venture programmes lost AS\$1.5m.

These figures are part of the complex system of funding Australian schools, which is a joint federal-state responsibility.

In May 1978, the committee recommended that AS\$65.5m be spent on schools but in June, the Federal government indicated a guideline on educational funding that was provided to states only AS\$61.6m. The reason was contained in the committee's recommendations on how the government's share should be allocated and this is usually accepted by the cabinet.

The Schools Commission's figure of AS\$65.5m was a recommendation to increase spending by 5 per cent, but the government said it is previously announced figure of 1 per cent rise. (The government is stated that spending on schools in 1980 must be limited to an increase of the same percentage.)

The figure of AS\$61.6m is split between capital grants (AS\$16.1m) and recurrent grants (AS\$45.5m). This division of funds between the states is as follows: New South Wales, AS\$22.8m; Victoria, AS\$18.9m; Queensland, AS\$9.4m; South Australia, AS\$5.5m; Western Australia, AS\$5.8m; and AS\$15.2m for the remaining AS\$16.1m recurrent grants. The Australian Capital Territory and the Northern Territory.

The report recommends that the basic grant to non-government schools—20 per cent of per pupil running costs—should be matched by an equivalent grant from the state.

The report also justifies the ruling of allocations to non-government schools by claiming that schools in the poorest category (level six) were continuing to be below standards in government schools, and that urgent extra help was needed.

The government's figures have been bitterly attacked since they were first announced in June. The Australian Teachers' Federation (ATF) has criticised the proposal which, they claim, will mean that the 20 per cent of the year those of federal recurrent grants, while government schools which enrol 20 per cent of pupils will get only 47 per cent share.

Mr Vun Davy, president of the ATF, claimed that the proposal would mean that the majority of the wealthy schools would be able to afford the best facilities.

The ATF and the Australian Council of State School Organisations have organised a number of protests against the federal government's proposal. There have also been demonstrations outside wealthy private schools, such as the Presbyterian Ladies College in Brisbane, Victoria. Both organisations have pledged that they will continue to protest in the months ahead.

The need to strengthen labour exchanges facilities is seen as particularly urgent where young people are concerned as they usually require more counselling than older job seekers. The government is expected to accept much of the Board of Labour's demand to bring forward starting dates for public sector construction schemes.

In an effort to alleviate local youth unemployment, the schools and labour authorities in Stockholm have proposed the creation of more classes in upper secondary schools and the extension of the period for application for the compulsory year.

LETTERS

Teachers and the Inland Revenue

All in the cause of duty

Sir—All teachers who long to be treated as members of a learned profession will wish Mr Harrison well in his case with the Inland Revenue. How sad that at a time when the Secretary of State is leading the cries for teachers to display an extended sense of professional responsibility, income tax relief is denied a dedicated teacher in relation to a room at home used wholly, exclusively and necessarily for professional duties.

I should like to relate this unfairness to another case in which the Inland Revenue expects teachers to prepare themselves for professional work at their own expense. In-ter-

vice courses are not regarded as being wholly, exclusively and necessarily for professional duties. This means that teachers must rely on local authority support, support which frequently falls well short of more than a few days' duration.

Could not the unions, with DES support, press the Inland Revenue to allow teachers to set expenditure on approved courses against income tax? A kind of a deal would be better than none.

JOHN HUGHES.
28, Tees Close, Peterlee,
County Durham.

Tax man and the filing cabinet

Sir—While I agree entirely with the sentiments of Mr Harrison (the teacher and the Inland Revenue, August 18) I have found that the Inland Revenue extends even further than he suggests:

1. A filing cabinet bought by me and installed permanently in school was deemed not to be allowable for tax deduction. What business man would expect to furnish his office out of his own, taxed income?
2. The rules on use of the home are inconsistent. University lecturers are taxed in schedule D and therefore can deduct expenses for a study at home. All other teachers, who probably have poorer facilities at work than lecturers in universities, are denied this. This seems to be a completely arbitrary decision by the tax inspector.
3. Books are a legitimate expense only if they are used for teaching above O level standard. Again where is the logic in this?
4. While marking of public exams by teachers is carried out almost entirely at home this again is taxed at the full rate with no allowable deductions.

These rules are unfair and illogical. It is time they were rationalised.

R. IAN GOODALL,
4, Barlow Road,
Hampton,
Middlesex.

Bulgarian mixture

Sir—Even the most committed supporters of mixed-ability teaching could do no better than list the reasons for its failure in Bulgaria.

1. Lack of information contained in a letter to *The Daily Telegraph* (August 8) by Dr Paul Buisseret, lecturer on medicine at Guy's Hospital Medical School.

Your writer ignores the Department of Health and Social Security report—*Diet and Chronic Disease*—which states: "There are many risk factors for ischaemic heart disease only some of which are dietary in nature. No single dietary factor can be regarded as predominant in determining susceptibility to the disease, and any claim to the contrary is not acceptable in the context of the United Kingdom diet."

She ignores also the sloping facts on obesity. These are that people become obese when they take in more energy than they need—obesity is not a purely genetic condition—it can be blamed on any single food.

Dr Buisseret says, and your writer repeats: "Since as many as 10 per cent of the population suffer from allergies of one kind or another, the withholding of food from children is in fact a cruel and avoidable source of malnutrition." Your writer did not include the remainder of Dr Buisseret's

letter: "The number of 'repeaters' was small and I remember only two cases when children were kept behind for the third time. Once a child had 'passed up' he or she was again expected to work to a standard and is liable to be kept behind again."

I offer this example as a possible of dealing with the slower and slower class. Of course, it leaves many questions unanswered, but the point that I wish to make is that: we have changed our philosophy and will need to make a radical change in our method.

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LETTERS

With a nod and a wink . . .

Sir—Fred Jarvis's comments on corporal punishment (July 28) go a long way to explain why the United Kingdom and Eire are the last countries in Europe to retain this ineffective anachronism.

The NUT's tactic is, as it has always been, utterly useless in the face of corporal punishment, but at the same time to ensure that it is not abused. They assured the Minister of Education in 1936 that the case was "dying out", and they coyly reiterate that misleading assurance today with any apparent embarrassment—except that Mr Jarvis's parents "a little less sure of itself, and with good authority regulations" (a joke

reused). The use of cane and strap by 80 per cent of our schools several times a day in some, as official figures from 1969 as different as Edinburgh and Croydon reveal—shows that its demise will almost certainly never occur if it is left to teachers. Most local authorities' decisions over the last 10 years have also increased its scope. Who does Mr Jarvis think he is kidding?

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Secretary,
Society of Teachers Opposed to Corporal Punishment,
Croydon, Surrey.

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RUNNING IN THE CORRIDORS
THROWING THE BOARD-RUBBER
PRIZE FIGHTING
WINDOW-POLE VAULTING
BOATING THE CHRISTMAS CAT
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ARM WRESTLING
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Italy

Minister presents tenure Bill

Education Minister, Signor Mario Pichini, has proposed a Bill which will give full tenure to more than 150,000 temporary school teachers and 80,000 school administrators and workers.

The Education Ministry has noted after a series of court sentences ruled that temporary teachers and members of the non-teaching staff have the same economic and career rights as tenured personnel.

The courts have also ruled that tenured university teachers have the same rights, and it is estimated that the state will have to pay out at least £200m in increased university salaries alone as a result.

Signor Pichini's Bill specifies that school teachers, without previous teacher training qualifications, will have to obtain in-service training courses lasting 200 hours to be eligible for full tenure. The Bill cannot be presented to Parliament before September because of the summer break.

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Sri Lanka

Developing countries 'need closer cooperation'

by Our Correspondent

The developing countries have been left none the better for the development decade announced by the United Nations, claimed the Sri Lankan Minister of Education, Mr Nissanka Wijeyaratne at the fourth conference of ministers of education and economic planning in Asia and Oceania.

The conference of 25 states, organized by UNESCO in cooperation with the United Nations Economic and Social Commission for Asia and the Pacific was held at Colombo from July 24 to August 1.

The education problems of the region are particularly pressing. As the director general of UNESCO, Mr Amadou Mahtar Mbow noted, 41 per cent of the world's population live in this area, and 43 per cent of the people are under the age of 15.

Among the main points touched on by the conference were the need to improve education systems to give increased emphasis upon the importance of work as an educational influence, and for closer cooperation in education between member countries.

Outlining the major issues before the conference, Mr Mbow declared that though equality of access to education required that an increasing number of pupils should be placed in the more efficient, high drop-out rates and grade repeating

Sweden

More help for young jobless

from Colla Narbrough

STOCKHOLM
The Swedish Government is considering further measures to combat youth unemployment this autumn. The move was revealed by the Ministry of Labour after the unemployment figures for July showed an increase of 9,000 on the previous month, bringing the total of 15 to 25-year-olds out of work to 48,000, the highest July unemployment during the 1970s.

The non-Socialist coalition has been under pressure from the opposition Social Democrats, trades union organizations and the National Board of Labour to reinforce the present capacity of labour exchanges.

Unemployment in Sweden totalled 2.3 per cent of the labour force in July. Though low by international standards, it is high for Sweden and really represents a crisis in the level of joblessness that is masked by the measures to absorb would-be unemployed in special education or retraining schemes.

The need to strengthen labour exchanges facilities is seen as particularly urgent where young people are concerned as they usually require more counselling than older job seekers. The government is expected to accept much of the Board of Labour's demand to bring forward starting dates for public sector construction schemes.

In an effort to alleviate local youth unemployment, the schools and labour authorities in Stockholm have proposed the creation of more classes in upper secondary schools and the extension of the period for application for the compulsory year.

Nevertheless, it is education, first and foremost, which will be able to release the creative energy of hundreds of millions of men and women and harness it for their own advancement.

Denmark

Calculator risk

Pocket calculators made their official debut in Danish schools last year when 110,000 improved speed-reading models were introduced by the Ministry of Education.

The Board of Education are due to publish a report on the use of calculators in schools. The report will be published in the months ahead.

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Nigeria: a biased perspective

Sir—As long-standing residents of, and visitors to, Nigeria were surprised that you saw fit to publish Lucy Hodgson's "Nigeria: a biased perspective" (August 4). Perhaps the only reply to such cheap and sensationalist journalism is in kind: "Life in Britain is about coming. Will one's coin be held up by a signpost taking a wrong turn? Will on urgent letter reach its destination in time? Will the next 'red' issue or more about race and Scots and Welsh tribalism?"

So easy to knock even a so-called developed country and still wonder that you saw fit to publish Lucy Hodgson's "Nigeria: a biased perspective" (August 4). Perhaps the only reply to such cheap and sensationalist journalism is in kind: "Life in Britain is about coming. Will one's

In search of the past

'Nobody any longer has the heart or the authority to teach

the ancient laws, stories and the morality that

went with them.' Naomi Mitchison reports on the plight of

the Aboriginal children on Melville

Island in Australia. Drawings by Clifton Pugh

We go across to Melville Island, almost as far north as one can get on the Australian continent, by leave of the Island Council, who must give their consent to any non-Aboriginal visitor.

Would the children like to see photographs of Africa? They would, so here I am. Counting pre-school, there are about seventy pupils, with—guess I—a staff of twelve, some being Aboriginal teachers in training. In pre-school there are some fifteen enchanting, friendly children, all, even the three-year-olds, able to speak or understand a little English.

I am surprised to see the playground furnished with the kind of climbing and swinging equipment which might be used in a crowded town, but is a little inappropriate in the middle of sub-tropical forest. However, it is standard government hand-out, partly no doubt due to an increasing official uneasiness about what an earlier generation did to the Aborigines.

The same lavish equipment is scattered throughout the school, and I can't help contrasting it with African primaries which I know, where everything has to be paid for out of tribal funds and pupils' fees, small though they are, so that everything is very basic.

Here all primary education is free, and there are scholarships for those few who want to go beyond. But the headmaster sensibly decided to charge for notebooks and pencils, which means that not so many get lost or broken.

There are all kinds of teaching aids, even some air-conditioning—more, I expect to help the teachers than the taught—and electric light. Children sit round low tables for group teaching; there is a school library, and a great demand for picture books.

Most children are full-blooded Tiwi people, but some are half and one, I think, a sun-burnt white child. They understand a bit of the world, found the African countries. Some of my photographs were of a Nigerian fishing co-operative, and they asked: "What kind fish?" But the word co-operative, which most African 10-year-olds would know, meant nothing.

I took the older group, all sitting under a tree, there were questions, but mostly about me. "Where you work?" "What work?" "How old you?" "How many children?" I ask them, in turn, what they want to do.

Does anyone want to drive a truck and learn to mend it? Nobody, though I think in Africa this would have got a response.

Teaching? One. Nursing? Here several haods went up from shy, pretty girls with their well-brushed, wavy black hair. Fishing? All the boys' hands! The sea and the long winding inlets are teeming with fish and shell fish.

Meanwhile, Clifton Pugh, probably the top portrait painter of Australia, has started drawing animals in strong, black strokes, on big sheets of paper, much to everyone's pleasure. First come emus and kangaroos, then a wombat, but the children all shouted that it was a lion or a tiger—school animals unknown in Australia. So he started on a grinning tiger with a long tail and went on to a crocodile, which they did know as there are quite a lot about, though they are not much liked.

Would they dance for us? Yes, all ran out, and one boy started beating rhythms with a stick on an old metal drum. With a little encouragement, most of the pupils did a short dance, the boys quick and violent, bottoms, elbows and knees all sickling out.

A few furious stamplogs, a leap or an attitude and it was over to applause. With their wiry little bodies they looked like drawings from some rock frieze; the dances are perhaps fragments of long, adult dances.

The girls were very different, dancing with their heads down, in slow hops, perhaps miming the position of women. Somebody's baby was being passed round for a carry and cuddles from boys and girls alike, it clung with arms and legs to whoever wanted it, never having known anything but love from bigger people.

The dancing broke off when two mothers who prepare lunch—the idea, first of a white friend who showed the mothers what to do—brought out hot dogs and orange juice. Pupils pay for this, but very little; it varies from day to day.

So far so good, but is it really what is needed? These charming little boys tend to grow up into juvenile delinquents, often drunk, seeing no reason against anything they want, either from their own people or the whites. Why?

Well, the Tiwi no longer practice initiation, so that nobody any longer has the heart or the authority to teach the ancient laws, the stories and the morality that went with them. Maybe the teenagers simply refused to go; instead making hard drinks (not supposed to be imported into the island) the badge of manhood.

Some say that lengthy initiation is a waste of time that could be better used



for some kind of training for white man's skills, or that it is immoral. It certainly takes no longer than a period of national military service in the respected European countries which have this.

So the Tiwi children increasingly lose touch with the old social rules, and have no respect for the older men in the tribe, including their parents. They are more like the young urban whites who send up the statistics of thieving and mugging and rape in Melbourne or Sydney. What is the answer?

I have heard of a schoolmaster, who, realizing that Australian-type education was largely irrelevant to his pupils, had them three days at school and three days in the Bush, learning tribal skills from tribal elders and, with them, something of the old laws and their mystical history. He was severely reprimanded by his department: Australia sticks to the rules of its own hierarchy.

There is someone else who has very clear ideas. Galarwuy Yunupingu, chairman of the Northern Lands Council, has thought a lot about education. About what was useful and what valueless in his own education at school and a bible college.

English, he says, must be learned as a language of communication (even in the Northern Territory there are dozens of languages understood only by one tribe), and enough arithmetic to get by. But instead of school subjects such as history

and bible study, children must go back and learn the Rules, so that they can live by them.

In all initiations in all tribal cultures boys and girls learn what they are and why they are, how they are related to past and future. They cannot learn this at school, and only a little of it even from a wise and rare family.

To be strong again, able to become skilled, responsible and valued citizens of Australia, the Aborigines must go back to the deep sources. But one of these sources is the land itself, of which they are the living part, and exiled from which they are less than men or women.

This land, as it happens, is the part of Australia rich in minerals, especially uranium. So it is Galarwuy Yunupingu against the international companies and the passionate materialism of modern Australia. Another Aboriginal leader on Groote Island, is managing to make things quite comfortable for the mining company.

One certain thing is that, with the present standard education, as laid down by departmental rules, the full-blooded Aboriginal children are lost. I only hope that Galarwuy and his like will win, for the sake of those same children who, with a differently thought-out kind of education, might yet grow up into citizens of a new Australia.

Naomi Mitchison is the author of several books, for both children and adults.

Reaching the grass roots

Steve Taylor visits

a reading centre which

aims to disseminate

comprehensive information

on reading for

parents and teachers

In the middle of leafy suburban Reading stands the Centre for the Teaching of Reading at Reading University. Its distance from the main campus has at times proved a blessing in maintaining a resource and advice centre for practising teachers.

Over the last 10 years the director, Betty Root, has steadily built up the monitoring of and research into reading materials and equipment. She began in one small room of this large, solid house, which was then home of the university administration.

Now the centre occupies all three floors and the grounds, packing into the light comfortable rooms every reading book published in Britain, an enormous variety of supplementary materials, games, audio-visual equipment, reference books, and the centre's own publications.

Everything is clearly labelled, and every room kitted out with comfortable chairs. After this informality, two things strike one immediately: the small number of staff, and the quantity and variety of work completed and in progress.

Monitoring, collating and evaluating reading materials, editing and producing the centre's own materials, running courses, advising publishers and television producers, answering telephone calls and letters—all this is tackled by Betty Root, her two part-time DES-funded assistants, and a small but crucial secretarial staff.

Somehow they manage to find time to talk to visitors when and whence they arrive, taking each day as it comes, not bothering much about appointments. As I arrived, Betty Root was negotiating a protracted farewell with an Indian gentleman, who was pressing her to set up a reading centre to serve an area of his homeland with a population of forty million.

This was merely an extreme example of the mind-boggling and sometimes irritating range of requests for help. Many come directly from teachers, which the staff feel is quite right, as the main cash support comes via the centre's role as part of the university's school of education.

The second most important group of customers are lecturers, the purpose here being to "train the trainers, who come to be topped up". Very much behind the concept of in-service training, Betty Root is adamant that she does not run an academic institution.

This commitment to reaching the grass-roots teacher is evident not only in the relaxing decor, furniture and atmosphere, but in her attitude. She is a thoroughly down-to-earth woman, with a willingness to talk which motivates her insistence on the importance of openness and confidence in learning to read.

Inspiring these qualities in the teachers is a necessary precondition, and she earnestly hopes a visit to the centre can help. Hence the democratic layout—no

closed doors or separate offices, but desks in the middle of the reference room.

Though there is a deliberate eschewing of outcroy, it is impossible to mistake her immense investment of energy, in the past and present. This is all the more remarkable when one considers her own writing output (kept up in "sharpen the mind") and bringing up a family of three boys.

Despite her obvious authority, Betty Root refuses to be dogmatic about reading books, and will not categorize them. She will not tell you what her favourite reading scheme is—she hasn't got one—nor will she tell you what the "best buy" is, because the centre is not a consumer's advice service for schools.

The kind of advice you are likely to get is a field-tested assessment of the particular merits and functions of any given scheme—"This does this, and that does that". This is based on all new evaluations the staff do on all new schemes, taking the materials to a local school, getting teachers to use them, discussing the results in seminars at the school, and finally collaborating on a written report which the centre publishes.

This is one example of the centre's efforts to disseminate information, a key phrase in Betty Root's accounts of her work, embracing in one direction visitors to the centre, correspondence courses run at Reading or in nearby schools (Basingstoke at the moment), or outward through the publications.

She dislikes giving one-off lectures: "They shut their car doors, forget what you said and drive home. It never gets to the classroom, I prefer to be over away in a smaller area." For the same reason the centre's publications are kept thin; that way there is more chance of a teacher finding time to use them.

Work on these reports and pamphlets has expanded enormously in the past few years to supply a major and much-needed source of income—Betty Root and her colleagues "live in hope from day to day" over funds. Their most popular title, Cliff Moon's Individualized Reading, has just come out in a revised second edition, having sold 25,000 copies—an interesting indication of the number of teachers who want to collate and colour-code their reading books.

Other projects include the month-long residential course on "The Teaching of Reading and the Language Arts" (to which researchers in linguistics, reading and sociolinguistics contribute), the compilation and updating of a register of reading research in higher education, and a growing involvement with publishers and television people.

Press, publications and parents form the triple target of the centre's output, particularly through pre-school television programmes, which Betty Root feels are more likely to reach working class parents, "those who want to help but really don't know how to".

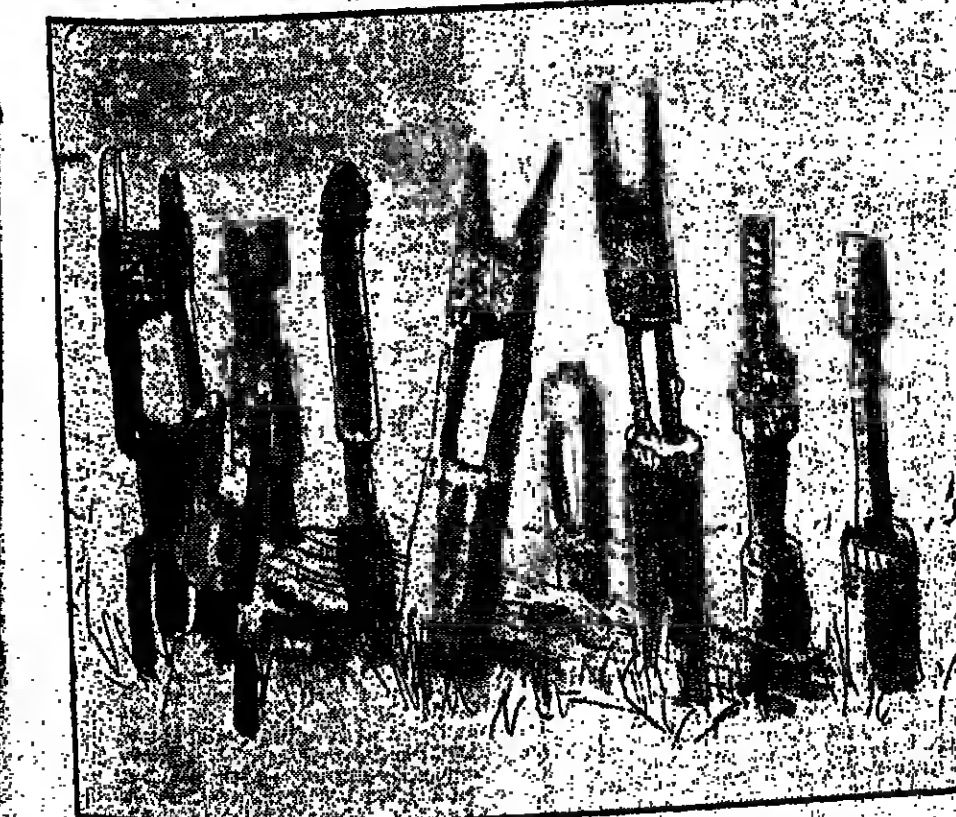
One recent success of this sort has been with the Terry Hall series *Reading with Lenny*. Betty Root put the ventriloquist and author in touch with Grenada after he'd visited the centre to talk to teachers about his "Laugh and Learn" books. The series followed, with Betty Root in an advisory role. Its presentation incorporates one of the few generalizations that she's prepared to offer, and that is the utmost importance of grasping the meaning over the mechanical decoding of individual words.

As Lenny and the watching children read the captions to a story that has already been read in a fuller form, his moves steadily across the page, not lingering over single words. Its on approach that makes the most of contextual clues and "the expectation of print". Betty Root sums up the process of reading, taught thus as "intellectual guesswork".

The centre's aim is to move the process of learning to read less like guesswork for parents and teachers. People are free to get informed advice or to sift through extensive collections of materials.

But there is every chance that, having talked with Betty Root, the visitor teacher will take back to school not merely a new booklet, but a revitalized and more confident attitude to the whole business of learning to read.

The Centre is at 29 Eastern Avenue, Reading RG1 5RU. Steve Taylor teaches at Ashburnham JMI, Chelsea.



Two made from Melville Island, and Pukumani burial poles.

Summer diary

Compared with being elected President of the United States or winning the Eurovision Song Contest, becoming head of a group at middle school is, I suppose, pretty small beer. In our world, though, it does represent achievement of a kind, and I confess myself well satisfied with it. I have been a head for just one term now, and on searching for parallels which might assist me to describe how it feels, I am drawn irresistibly to May Day, when I took my daughters on the Big Dipper at Blackpool. Consider that experience, and see how, in an uneasy way, it offers itself as a metaphor for headship!

To begin with, I only got on the ride at all after a long wait in a queue behind a lot of other biguns. Then I found that it was a longish period of calm and quiet, punctuated only by muffled creaks and clicks. Suddenly, however, there was a terrific change of tempo, after which it was all a demoralising succession of ups and downs, bringing many moments of exhilaration and a few of sheer terror, when there seemed nothing to do but shut your eyes and hang on.

Sometimes I looked furtively around to see if anyone else was panicking. At other moments I smiled confidently about me as to display my firm yet nonchalant grip of it all, while the scenery hurtled by on either side at breathtaking speed. The first term of headship is, I assure you, not at all dissimilar to this.

Victorian children at work and play

Thinking about General Studies work for next term, I went this week to the Herbert Art Gallery and Museum in Coventry, which has an interesting exhibition at the moment called "Seen But Not Heard". It is about children at home, school and work during the period 1800-1914, and there are books, toys, books, and documents, all very attractively displayed. I was particularly interested and touched to be reminded of the high rate of infant mortality during the period. There is, for example, a little collection of miniature crabs and toads, each of which was a child's favourite animal, under five belonging to Annie Horsfield, all taken by diphtheria during the same week in 1866.

On the same theme is a sampler embroidered by Jeannine Shakespeare in 1804, at the age of 13, to record the names of her 17 brothers and sisters, 11 of whom died by then, and before reaching the age of three. Death was a familiar visitor to the Victorian family, and I suspect that grief was a more straightforward and unembarrassing emotional release than it is now. The tone of the letters of condolence in this exhibition give the lie, though, to any idea that people "got used" to losing loved ones. I am reminded of a local old lady whose memories I recorded lately. She smiled as she recalled vividly and movingly her little brother who had died 70 years before at the age of 14 months. "He couldn't raise his little arms," she said, "but, oh, he did try."

Also in the exhibition are lots of school materials and also some things connected with children at work. The viola makes an excellent resource for social history. It will be open until next spring.

The value of log books

I have had an interesting hour or two lately reading through the log books of my own school, the first entry of which is dated September 18, 1871. Every school has a log book, of course, and I hope my fellow heads realise their value to posterity as historical documents. Having done in the past a fair amount of research into individual school histories, perhaps I will be forgiven for offering a few hints which might help to make today's log books more useful to historians.

□ Mention your own name. A lot of heads in the past, because they were writing the book, rarely wrote their own names. This can be very frustrating. Ideally, no, a new head could usefully start off with a potted autobiography.

□ List the staff and their duties preferably each term but certainly each school year.

□ Make particular mention of local events in which the school takes part, and clearly explain these to give reference to other available descriptions—in local newspapers for example.

□ Make particular mention also of the very real national events and policies impacting upon school life—the current spending cuts are a good example. Yet would be surprised how great national ideas seem to have swept by unnoted in the past so that you get entries like "November 11, 1918, Inspector called today."

□ Mention, on-going and informal happenings as well as official ones. One of the best entries I have read is a lively description of how a master, in full cry, left backwards from the playground into the open fireplace.

School log books are fascinating documents, and I would be in-

terested to hear from anyone who has comments in nuke about what I have said, or his log book stories to recount.

Concern with the language

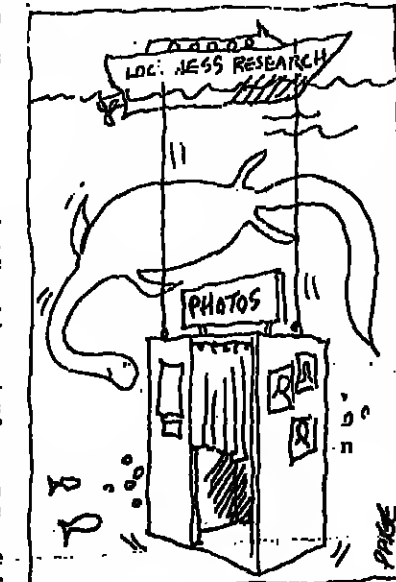
One human trait which constantly fascinates me is the way in which so many people become anxious about grammar and pronunciation. Radio Four's correspondence programme *Disputed*, Timbridge Wells produces a continuous crop of letter writers who worry themselves sick about such issues as "the Government have decided." The programme's presenter, Derek Robinson, suggested to me when I rang him that it might display a basically authoritarian trait in the English character.

Many of the people who write will quote word for word grammatical rules they were taught at school, convinced of their infallibility. Thus you cannot, according to some correspondents, say "right now," even in informal speech. Another one was worried about news bulletins which spoke of "evacuating people," adding that the people concerned were "presumably not consulted."

It all, I suppose, demonstrates a failure to understand the organic ever-changing nature of language and so inability to come to terms with the descriptive, rather than prescriptive, nature of grammatical rules. At the same time, though, I am—quite hypocritically—glad that people write in about the things which I happen to dislike. "Media" used as a singular noun, for example, or the kind of grammatical overkill which produces a phrase like "between you and I."

In the course of looking into this I learned that the BBC has department for advising broadcast on pronunciation. This interested me so much that I phoned them a visit. The Pronunciation Unit is housed in a couple of small offices in Broadcasting House. It is staffed by four people—all of them modern linguists—whose main job is to advise any and all radio and television broadcasters on pronunciation.

The unit grew out of Lord Kelvin's 1926 Advisory Committee on Spoken English, which was a very high-powered affair—Genaro Berliand Shaw was on it, and Robert Bridges was chairman. They held discussions and took votes on what ought to be the right BBC pronunciation for various words, and published lists in *Radio Times*. Now, though, the unit offers expert advice in a much less prescriptive way. There is no BBC pronunciation book, the broadcast being informed of what pronunciations are listed in the major authorities such as the very useful *Pronouncing Dictionary of British Names*, edited by G. M. Miller, a former



head of the Pronunciation Unit (OUI, 1971).

As you might expect, a large part of the unit's work is concerned with helping newscasters with English and foreign proper names and technical terms.

Whenever possible, names are checked at source by ringing up the person or place concerned, though obviously three phone calls to an old English village can easily produce three different versions of its name. All information collected is recorded in a card index using the International Phonetic Alphabet, from which it can be translated into a less elaborate modified spelling system for the broadcast.

Sometimes the assistants in the unit produce tapes—perhaps to help the actor who has had some lives in an unfamiliar language, or, as in one case, to help the BBC Singers with their preparation of a Slavonic port song. Each day, too, the unit produces a news list with words likely to crop up in the day's bulletin. On the day I called it featured a couple of Russian dissidents.

There are all kinds of traps and tricky boundaries to be aware of. The exact attempt at a foreign place name, for instance, may well sound over-the-top in the context of an English news bulletin. On the other hand, there is a need to move away from the "coloured" anglicized versions of Asian and African names. Then there are the people who get angry if their names are mispronounced. Others, though, are so blasé about it all that "wrong" becomes absorbed into common use. How many people realize, for example, that the first syllable of "Osterhals" should be pronounced "Ost"?

The unit gets its share of letters from the public, and the assistant I spoke to echoed Derek Robinson

when he said: "Every time I speak English I am surprised. I suppose to many of the people who are concerned about pronunciation but of course, it is never enough, consider the time and effort and the complaints."

Looking for Nossie

You would, I suggest, go away before you find a holiday project quite so much that run by Alan Jones, a Master at Manor Hall, was part of the Wardeholme intensive federation known as Lennington School. By the way, a colleague took nine hours and a minute to look in link for the master. I have said this was so mad that, since, times had been taken in the inch for seven years, minutes hence to be had for two sightings, they had increased the level of sophistication of their experts.

This year, along a long first time, they were doing water sound recording and are in contact with a radio officer about the possibility of an investigation. Jones is extremely knowledgeable about the history of the school, like many others, it is very the conviction in the view people who speak of experiences.

Aside from the money though, Jones points out obvious benefits to be had in youngsters to camp people at the lock, as well direct educational benefits which derive from experiments and seeing about them, activities which, being the pupils' contact with university.

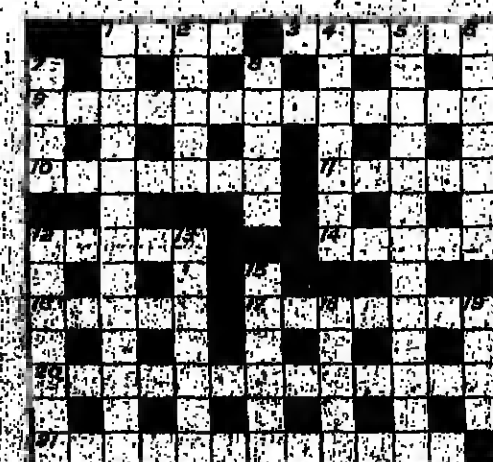
This year the expedition mixed one. The weather visibility poor and campable, and the boat was the rough. They made some records, might just be interesting, not some useful people. Jones, a former officer of the British Army, and an Australian, was things in say about the unsuccessful expedition. Jones had kept her head, which knows what she is doing?

Gerald

Next week

Nicholas Tucker, on Carolyn Holmes on teaching.

Crossword No 1,147



Across

- 1 Who died in 1871?
- 2 The language of the Aztecs?
- 3 The name of a famous Englishman?
- 4 The name of a famous Englishman?
- 5 The name of a famous Englishman?
- 6 The name of a famous Englishman?
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- 20 The name of a famous Englishman?

Down

- 1 The name of a famous Englishman?
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- 20 The name of a famous Englishman?

Maths teasers

PALINDROMIC NUMBERS WITH 5 FIGURES

These palindromic numbers are exactly divisible by 3 and by 37: 35853, 72927, 43734, 12321, 40404, 17871, 71817.

(a) Check these seven numbers. Can you write down some more five-figure palindromic numbers that are exactly divisible by 3 and 37? (b) Prove that any five-figure palindromic number which is a multiple of 37 when divided by 37, the remainder is 37. Deduce the rule for testing whether a five-figure palindromic number is divisible by 37. (c) Prove that any five-figure palindromic number is a multiple of 37 when divided by 37, the remainder is 37.

(d) Find a number, one half of which is 100 more than the other half.

WASTE NOT, WANT NOT

A man has a length of wire, more than 10ft long, which if cut into pieces 13in long would leave a remainder of 10in and if cut into pieces 45in long would leave a remainder of 9in. How long was the wire? How many pieces would there be of each length?

QUICKIES

Here are five simple puzzles, which you should be able to solve quickly. See whether you can find the correct solutions within five minutes:

- (1) Find a number, one half of which is 100 more than the other half.
- (2) I think of a number, different from 1. The difference between it and the number of digits in reverse order is the difference between the number and the original number.
- (3) A father is 30 years older than his son; in how many years will he be 40 years older than his son?
- (4) The perimeter of a rectangle is 100. A longer side is 10 more than a shorter side. What is the area of the rectangle?
- (5) If I increase my speed from 3 mph to 4 mph, I save ten minutes on a journey of 10 miles. What is the length of the journey?

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